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# Pre-visit Activities: Everyday life in Ancient Egypt

## INTRODUCING THE PETRIE MUSEUM OF EGYPTIAN ARCHAEOLOGY

- What sort of museums are there in your country?
- What are some things you might find in museums – paintings to pots?
- Have you been to museums in London? If so, what did you see there?
- If you have children, have they been to museums with their schools?
- How do museums get the things they have in them?



### **What is the Petrie Museum?**

The Petrie Museum of Egyptian Archaeology has one of the most important collections of ancient Egyptian objects in the world. It contains 80,000 items from Egypt and Sudan. It illustrates life in the Nile Valley from prehistory through the time of the pharaohs, the Greek, Roman and Christian times to the Islamic period.

### **Why is it called the Petrie Museum?**

The Petrie Museum is a university museum which is named after the first professor of Egyptian archaeology, William Matthew Flinders Petrie. The museum is used by students and scholars who want to research the past.

# Pre-visit Activities:

## Everyday life in Ancient Egypt

### What is archaeology?

Archaeology studies human cultures through finding and examining objects and evidence from the past. Objects and evidence can include clothes, buildings, graves, art works, soil and texts, among other things. An archaeologist is someone who studies human cultures in this way.

### What do archaeologists do?

Archaeology helps us understand the past through looking at the objects belonging to people from the past. By examining evidence from those objects and from the environment in which they were found, we can build up a picture of how people used to live.

### Does archaeology tell us everything?

Objects and evidence from the past tell us a great deal about people in the past, but not everything. For example, an archaeologist may find a pot in a grave of a man and use this to work out when the person was put in the grave. If the pot is painted gold or filled with expensive oil, an archaeologist can guess the man is wealthy. However, the pot will never tell us who the man was, what he did or how he lived – the archaeologist needs to look at other forms of evidence to try to find that information.

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### Activity

#### Answer true / false to the following questions:

- a** The Petrie Museum only has objects from time of the pharaohs in Egypt.
  - b** The Petrie Museum was named after Professor William Matthew Flinders Petrie.
  - c** Archaeological objects only include texts.
  - d** Archaeology tells us every thing about the past.
-

# Pre-visit Activities:

## Everyday life in Ancient Egypt

### a ANCIANT EGYPT: WHERE IS IT? WHAT IS IT?

#### 3 Minute Focus (geographical context)

Egypt is situated in the North-East coast of Africa, bordered by the Mediterranean Sea to the North, the Red Sea to the East, and the Sahara Desert to the South and West. The earliest farming communities in the world developed along the River Nile, which cuts through the centre of modern Egypt.



#### Look at the map

Find these places on your map (*Small Groups - race against each other for 3 minutes*)

Circle  your answers

<b>Sudan</b>	<b>Libya</b>	<b>Egypt</b>	<b>Palestine</b>
<b>Yemen</b>	<b>Nile</b>	<b>Jordan</b>	<b>Kenya</b>

# Pre-visit Activities: Everyday life in Ancient Egypt



**Look at the map of Egypt** (showing the Red Sea, Nile, and Mediterranean Sea)  
Can you find these places on your map? (*Small Groups - race against each other*)

Circle  your answers

- |              |                          |                |                |                |
|--------------|--------------------------|----------------|----------------|----------------|
| <b>Lahun</b> | <b>Ghurab</b>            | <b>Sedment</b> | <b>Amarna</b>  | <b>Cairo</b>   |
| <b>Luxor</b> | <b>Giza</b>              | <b>Hawara</b>  | <b>Tarkhan</b> | <b>Red Sea</b> |
| <b>Nile</b>  | <b>Mediterranean Sea</b> |                |                |                |

# Pre-visit Activities:

## Everyday life in Ancient Egypt

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### Names of Object Materials

#### Hard

Wood

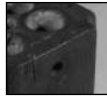
Stone

Ivory

Copper

Granite

Bronze

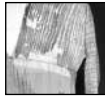


#### Soft

Linen

Cotton

Rope



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### b ARCHAEOLOGY: RESCUED OR STOLEN? - CLASSROOM DEBATE

- Imagine you are an archaeologist in Egypt 100 years ago. You have found an important grave which contains many items such as pots, jewellery, a mummy case and a body. They all give helpful information about ancient Egypt. What are you going to do with this find?
- Archaeologists believed that objects left without protection would be destroyed. Are you going to take them and put them in a museum? Are you going to take them to London or leave them in Cairo?
- Will you treat all the items in the same way? For example, is a body that they made into a mummy the same as the mummy case? If not, why not?

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*Divide the class into two groups.*

- One group argues that the items should be rescued and taken out of the country.
- The other group says that they should stay in Egypt.




# Visit Activities: Everyday life in Ancient Egypt

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## Activity 1a: Petrie excavated in these places in Egypt



- S** Look at the map of Egypt
- S** Circle  these places on your map

**Lahun**      **Ghurab**      **Sedment**      **Amarna**  
**Cairo**      **Luxor**      **Tarkhan**      **Giza**

# Visit Activities:

## Everyday life in Ancient Egypt

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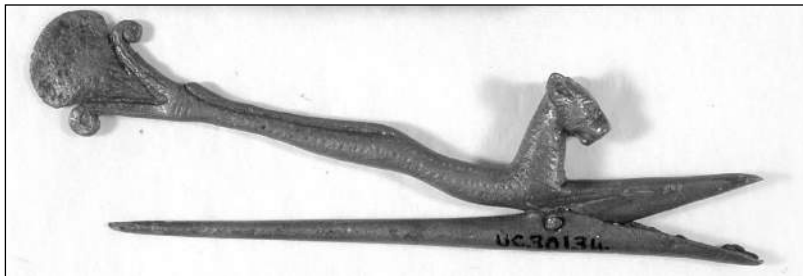
### Activity 1b: Today you are a Museum Researcher

We can learn a lot from examining objects closely. Today imagine you are researchers studying how ancient Egyptians looked after their hair.

The Petrie Museum has some objects that will help you in your research.

Today you are visiting to study the object in this picture.

Find this object (In Display Case K – shelf 3 from top), study it closely



**UC30134 Hair curler (1295BCE – 1550BCE)**

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### Answer these questions

*(The text in the object label will help you. Remember that researchers do not always find the answers to all their questions)*

Write your answers in full sentences. Use either- It is / It was

**Example:**

*What is it? It is a hair curler*

**a** What is it?

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**b** Who found it?

---

**c** How old is it?

---

**d** Name the place in Egypt where it was found.

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**e** What material is it made from?

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# Visit Activities:

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**f** Who used it? (man, woman, child, ruler, clerk)

**g** Where was it found?

**h** What was it used for?

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### Activity 1c

What can you see on the hair curler?

Circle  your answer:

**pattern**      **writing**      **animal**      **flower**

Name the animal you see on the hair curler

What is it doing? Write a sentence and use the present continuous  
(*be + -ing verb*)

It

# Visit Activities:

## Everyday life in Ancient Egypt

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### Activity 1d

Many animals that lived in ancient Egypt are shown in pictures, statues and on objects.

Find these objects in the galleries. What animals can you see?

Write the name of the object and the name of the animal

Display Case Number	Label Number	Name of Object	Name of Animal
I (shelf 3 from top)	UC 34356		
K (shelf 3 from top)	UC 40659		
K (shelf 3 from top)	UC 30134		
I (shelf 2 from top)	UC 16678		
K (shelf 3 from top)	UC 269336		

### Follow-up Activity

- Why are some of the animals part-human and part-animal?  
Who is / what is Bes?
- Did the ancient Egyptians believe in animals to bring them good luck?
- Which animals did they like best?
- Why do you think the hair curler has a spotted panther running on it?
- Discuss with your partner / in your group.

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**Make some notes here**

# Visit Activities:

## Everyday life in Ancient Egypt

### CLOTHING

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#### Activity 2a

Find this Deshasheh Dress (*Try Gallery One*)



**Deshasheh Dress UC31183**

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**Activity 2b: Complete these statements.** (*The text on the label will help you*)

It is \_\_\_\_\_ It is not \_\_\_\_\_

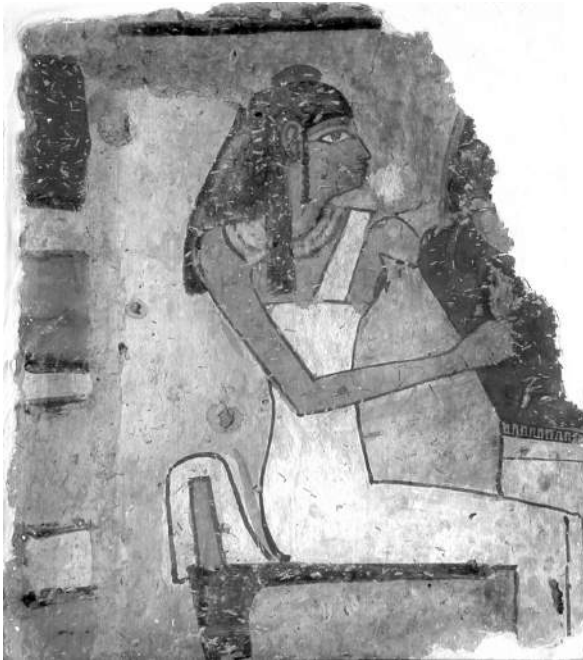
**Example:** *It is not short*

- a \_\_\_\_\_ from a country in Africa
  - b \_\_\_\_\_ brown in colour
  - c \_\_\_\_\_ short
  - d \_\_\_\_\_ made from linen
  - e \_\_\_\_\_ from near a modern village named Dishasha
  - f \_\_\_\_\_ a woman's dress from the Old and Middle Kingdom
  - g \_\_\_\_\_ sleeveless
  - h \_\_\_\_\_ part of Petrie's 1897 excavation
-

# Visit Activities: Everyday life in Ancient Egypt

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## Activity 2c



### UC28722 Picture of plaster painting of woman in a long dress

Look at the picture closely.

Now read the paragraph and fill in the blanks. Use the words in the box

<b>long</b>	<b>sleeveless</b>	<b>tomb</b>	<b>1898</b>
<b>strap</b>	<b>woman</b>	<b>white</b>	<b>line</b>

This is a painting from a \_\_\_\_\_ in Thebes. It is from the New Kingdom (about 1400 BC) but was excavated by Petrie in \_\_\_\_\_. The painting shows an Egyptian \_\_\_\_\_ sitting. She is wearing a \_\_\_\_\_, \_\_\_\_\_ dress. The dress is \_\_\_\_\_ so her arms are uncovered. It is narrow and at the shoulders there is one broad \_\_\_\_\_ instead of sleeves.

# Visit Activities:

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### Activity 2d: Make your own label

- Look at the necklaces in the cases along the walls of the galleries.  
(Examples: PC 31; BC18 UC27809; C 16 )
- Choose one to wear with the Deshashen Dress.
- Draw your necklace on the next page.
- Make a label for your necklace on the next page. Include this information:

The museum number \_\_\_\_\_

The age \_\_\_\_\_

The colour \_\_\_\_\_

Is it whole or is something missing? \_\_\_\_\_

\_\_\_\_\_

Name of the object \_\_\_\_\_

Where it came from \_\_\_\_\_

What it is made from (description) \_\_\_\_\_

\_\_\_\_\_

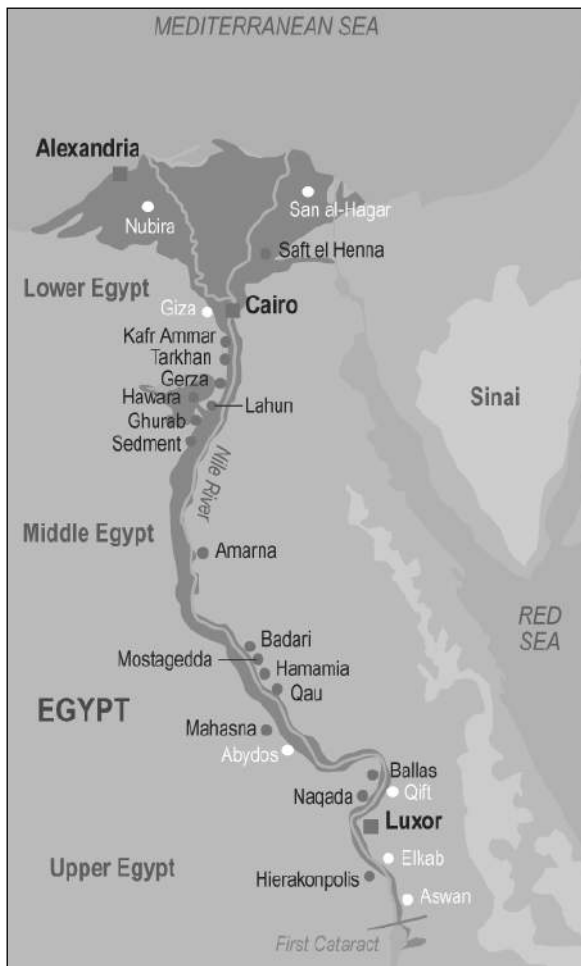
Display case number \_\_\_\_\_

### Follow-up

- Students display their necklace labels in the classroom.
- In pairs they describe to each other their chosen necklace and reason for their choice, then the students describe each others' necklace to the class.
- Compare modern day personal adornment to that of the ancient Egyptians.

# Visit Activities: Everyday life in Ancient Egypt

## Activity 3a: Kohl Pot UC7100



Find Lahun on your map.

### Kohl pot UC 7100 (c1400 BCE)

Find this object  
(Try Display Case WEC 3, shelf 3 from top)

Look at it closely




# Visit Activities:

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### Activity 3b: Complete these sentences *(The text on the label will help you)*

- What is this object?  
It is a k\_\_ \_ l po\_\_
- What colour is it?  
It is b\_\_ \_ \_ \_
- What material is it made from?  
Circle  your answer

**pottery**      **bone**      **wood**      **shell**  
**ivory**      **granite**      **bronze**

### Answer these questions:

- How many holes are there?  
\_\_\_\_\_
- Why do you think there is more than one hole?  
\_\_\_\_\_
- Is there anything missing?  
\_\_\_\_\_

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### Activity 3c

- Look at the different kohl pots  
*(Try Display Case J the top shelf or Display Case H shelf 3 from top)*
- Choose your favourite one.
- Write the Museum Number UC \_\_\_\_\_

# Visit Activities:

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**In pairs - describe your kohl pot to your partner**

*These questions will help you*

Is there writing, drawing or pattern on the pot? What colour is it? Is it very old?  
Is it big or small? What material is it made of? Is it whole or is something missing?  
What does it tell you about the Ancient Egyptians? What doesn't it tell you about them?

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**Make notes here:**

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### Activity 3d

Write the similarities and differences between kohl pot UC700 (A)  
and your favourite kohl pot UC \_\_\_\_\_ (B)

Here are some words to help you:

**bigger**      **heavier**      **much**      **almost**      **more**      **most**  
**same**      **older**      **both**      **probably**

### Examples

*A is much heavier than B. Both A and B are from the same place.*

*We can see that people used A more than B because it has parts missing.*

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**Follow up activity:** Pair/ Group discussion.

In your culture who wears make up?

How important is make up?

Does it have a special meaning?

Do we have a modern object that has a similar use?

Compare an old and new object, for example a kohl pencil.

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# Post-visit Activities:

## Everyday life in Ancient Egypt

ANCIENT EGYPT: WHERE IS IT? WHAT IS IT? / EVERYDAY LIFE IN ANCIENT EGYPT

### Discussion

Find out learners' views of museums before visiting the Petrie Museum.  
Have their views changed following the visit to the Petrie Museum?

### Writing activity

Write a card to a friend or family member telling the person about your visit to the Petrie Museum.

**A debate or a short essay** putting forward the different arguments, for and against the Petrie Museum holding important objects from other parts of the World.

- Which of these statements support the idea that important objects should be returned to their country of origin?
  - Which of these statements do not support the idea?
  - What do you think?
- a** Some archaeologists often took things illegally from tombs. They did not respect the culture. It's like stealing valuable things. They should give them back.
  - b** Since the 1960's it is illegal for archaeologists to keep things they find during an excavation. I think this is a good thing.
  - c** People from Egypt have to come to museums in London to study objects taken from their own country.
  - d** The Petrie Museum takes better care of its objects than if they were in Egypt.
  - e** If objects were left and studied in their own countries you would have a better understanding of their meaning.
  - f** It is wrong to take things from someone else's country. They should be in a museum there as part of their history.
  - g** If things are in European countries, scholars who want to study them can do so easily.
  - h** There are people from many different countries living in London. It's good that they can see things from their cultures.
  - i** Petrie should not have removed objects from tombs.
- Students could add further statements to the above.*

# Post-visit Activities:

## Everyday life in Ancient Egypt

**IT Activities** – If the students have access to computers. They could work as ‘researchers’ and develop subject areas of textile production and clothing (or any other theme) by accessing the Museum’s web sites:

[www.digitalegypt.ucl.ac.uk](http://www.digitalegypt.ucl.ac.uk) and [www.petrie.ucl.ac.uk](http://www.petrie.ucl.ac.uk)

### **Further Ideas for post-visit writing activities**

Write about 10-15 lines on one of these topics:

- 1** A thank you letter to the guide who helped when you visited the Petrie Museum thanking his/her support and talking about the objects you liked most and the objects you liked least.
- 2** A letter of complaint to the manager of the museum stating the problem and suggesting some solutions
- 3** A letter to a friend of yours telling her/him about the Petrie Museum and your visit. Invite her/him to visit the Museum saying why visiting museums is a great thing people can do in their free time and how it can help all of us to know a lot about other people.